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AUTHOR	Yonge, George; Regan, Mary
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ABSTRACT

This study aimed to determine relationships between a student's personality characteristics and his choice of a living residence while a senior at the University of California, Davis. A phenomological approach--or, the idea that a person's actions and decisions reveal something about his personality--was used. Data for the study were derived from 2 Omnibus Personality Inventory (OPI) tests and a background questionnaire administered to all seniors. Five types of housing were considered: small houses (1 or 2 bedrooms); large houses (3 or more bedrooms); apartments; dormitories; and fraternity houses (men only). Among men, intellectually oriented individuals tended to live in large houses, while "collegiate" men tended to live in fraternity houses. Among women, esthetically oriented individuals tended to live in small houses, although those living in large houses tended to be very self-expressive. Students living in other types of residences showed no distinctive personality characteristics as a group. Although the study revealed relationships between some personality variables and choices of residence among senior students, the authors urge readers not to generalize the findings at Davis to other campuses. (DS)

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PERSONALITY CHARACTERISTICS AND STUDENT HOUSING

by

George Yonge

and

Mary Regan

1970

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CHAPTER I

INTRODUCTION

This study has as its focus the relationship between student housing and the personality characteristics of students, and it is part of a larger study of student changes and development during four years at college. Specifically, the present study deals with students in their senior year at the University of California at Davis; it investigates the way these students perceive their housing experiences, and it attempts to evaluate the changes in their intellectual and social-emotional characteristics which are related to these experiences.

PROBLEM AND BACKGROUND

The study starts with a basic premise of phenomenological psychology, and the results are interpreted from this perspective. From a methodological point of view, however, the study is not phenomenological.

Phenomenological psychology has as its starting point the <u>situation</u>. Linschoten (1963) describes the situation as

> . . . a whole of meaning relations in which the person is placed but which, at the same time, is constituted by this person [p. 247]. [. . .een geheel van zinsbretrekkingen waarin de persoon is geplaatst, maar dat tevens door deze persoon wordt geconstitueerd.]

And Buytendijk (1968) makes this contribution:

> . . .Whenever we take up an attitude toward our own existence, we discover ourselves and surrounding reality in relation to ourselves. Thus we give a certain meaning to ourselves and to our surroundings. All that we discover in the act of discovering is made into a situation by the act of giving meaning to what we discover [p. 112].

A careful reading of Buytendijk's statement reveals the two poles or aspects of any experience: the subjective (i.e., giving of meaning) and the objective (i.e., the <u>that</u> which is discovered or revealed). The possible

interpretation that these aspects are separable from each other should be avoided.

Certainly the undergraduate years at a college or university can be seen as a situation. The parameters of such a situation are so broad and comprehensive, however, that the study of students in such a situation cannot be adequately dealt with in an investigation as limited in scope as the present one. In order to delimit the present study, we have focused on a more modest situation within the context of the undergraduate years at a university, the students' residence in the senior year.

Residence should not be understood as a place or as a thing but as a situation in the sense of the term described above. Consequently, we are not interested in the specific details concerning this or that residence (how many seniors live there, what the floor space is, or what the rent is), but rather with what their place of residence means to the students.

The choice of residence as a situation worthy of study is not entirely accidental, nor is the limitation of the study to senior residence. A residence is a unique situation for the person who lives there. Kwant (1967) notes:

> . . .Living somewhere means to be "at home" there, "with oneself" (chez soi) as the French say. It is also at the same time the most intimate way of being together with others; being with oneself and being with others merges mysteriously where one is at home [p. 151].

And again:

> Our home is the place where we are "ourselves". . .There we need not play a role but we can do what we like to do. Man's particularity can manifest itself there most fully [p. 89].

Since our primary interest is in studying some of the ways in which students manifest themselves in and through a particular situation, residence seems to be quite appropriate for this purpose.

The limitation to seniors, in this study, is based on the assumption that seniors will more clearly express themselves in choice of residence and in the

meanings they give to it. That is, they presumably have greater autonomy from parental influences; they have had more time to shop around and learn of the reputations of various places; and they have experienced different types of housing. Although we are in agreement with van Lennep (1963)--who points to the many contingent factors operating in choice of residence, furnishings, etc., which can generally be expected to make such choices bear little relationship to one's personality and personal taste--within the relatively homogeneous sample of students in our study (homogeneous with respect to social class, financial ability, and accessibility to different types of housing) it may well be that choice of residence will show a greater relation to student personality than would be true in the general population, where contingent factors would more clearly influence this choice. We also agree with van Lennep when he says, with respect to furnishings, that it is more the manner in which they are used and arranged than the specific furnishings themselves which are expressive of the personality of the resident--because of the contingent nature of the presence of many of the furnishings (e.g., if they are inherited; if they belong to a roommate; if they reflect the student's financial capacity; or if they came with the rented dwelling). And this statement points to a characteristic of any situation: there are always contingent factors which limit human freedom and expression but which, at the same time, make such freedom and expression possible. Indeed, it is by taking up these contingent factors and by defining them in terms of one's purposes that one freely constitutes a situation.

A question can be raised about why we are focusing on residence when the real object of the present study is the student. Are we not placing our emphasis in the wrong place? The answer is that we see a place of residence as an appeal to the resident--an appeal to "live" the residence. The manner in which this appeal is answered (and it must be answered) is perhaps more an

expression of the one who answers than it is of the appeal itself. This is so because the appeal can only truly be answered in terms of one's purposes, one's style of life, and/or one's frames of reference. Thus, by studying the ways in which this appeal is answered--the situation thus constituted--we learn something about the one who answers.

Linschoten (1963) observes:

> . . .Whenever we wish to know someone, we question him about his world: about his profession, his activities, his interests, his origin, his preferences and aversions. We question him then about a landscape [p. 244]. [Wanneer wij iemand willen leren kennen, vragen wij hem naar zijn wereld: naar zij beroep, naar zijn interesse, zijn herkomst, zijn voorkeur en afkeer. Wij vragen hem dan naar een landschap.]

And:

> . . .The whole of actual and possible activities correlates with the whole of actual and possible landscapes: human existence correlates with the human world. We understand the activities from the landscape, the landscape from the activities; we understand human existence from the human world, the world from human existence [p. 249]. [Het geheel van actuele en mogelijke activiteiten correleert met het geheel van actuele en mogelijke landschappen: het menselijk bestaan correleert met de menselijke wereld. De activiteiten begrijpen wij uit het landschap, het landschap uit de activiteit; het menselijk bestaan begrijpen wij uit de menselijke wereld, de wereld uit het bestaan.]

Thus, we question the student about his place of residence primarily to understand him. At the same time, however, we come to understand his residence better through him. This is possible because the relationship between person and situation is unbreakable and reciprocal. In phenomenology this relationship is called intentionality. (More will be said about this idea below.)

Since we have viewed residence within the context of the undergraduate university experience, we have focused primarily on the academic and school-related aspects of the meanings of students' places of residence. This study of the relationship between student and housing may also tell us something, then, about the relationship between the student and his undergraduate uni-

versity experience. Here, as elsewhere, that which is figure is co-defined by what is background.

The assumption that residence, as situation, is related to the university undergraduate years, as situation, seems quite reasonable to us. After all, the reason for a student having a residence on or near campus, the primary perspective from which the residence will be "lived," is in fulfilling the project of student. It is primarily from the perspective of being a student (as opposed to being a banker or an executive, for example) that the student will view his college residence. A person's residence is a base of operation. It is that privileged situation from which the student goes and to which he returns. In short, it is typically the spatial center of his life as a student (Bollnow, 1961).

If residence is seen as an aspect of the total university experience, the manner in which the student "lives" his residence ought to be related, then, to the manner in which he "lives" other aspects of his university experience. That is to say, the project of being a student--more, the type of student one is being--is the organizing "theme" or axiological "system" of these aspects of the university undergraduate experience.

The present study will not provide information for those interested in housing from perspectives other than as a situation offering some insight into the student. We have not engaged in any ecological studies (see Sommer, 1969) of the various types of housing--the relationship between the use of space and student personality, for instance. We have not studied individual or group interactions within and/or between units of residence, as did Newcomb (1961). And more relevant to our own purposes, we have not studied the variety of reasons why students live where they do. These aspects of housing fall beyond the scope and resources of the present study.

THEORY AND OBJECTIVES

Following is a brief sketch of the point of view in which we find the justification for our procedure and for our later interpretation of the results.

Since the primary purpose of the present study is to investigate housing as a situation in an attempt to shed light on the student and his college experiences, and since we are basically interested in the intellectual and social-emotional aspects of the student, it is on these aspects of the meanings of his residence that we have focused. To obtain information regarding the intellectual and social-emotional aspects of the students, we have relied heavily on the Omnibus Personality Inventory (OPI), a paper-and-pencil test described more fully in Chapter II of this report. Information about type of residence and selected meanings given to it by the student, as well as additional correlates of type and meaning, have been obtained from background questionnaires.

We have earlier stated, regarding Buytendijk's comments about situation, that there is a subjective aspect and an objective aspect to any experience. We will also speak of the student and the residence in a way which suggests that they can be treated as subject and object. To clarify the meaning of this usage and to introduce our theoretical and interpretive perspective, there follows a brief description of what is meant in this study by intentionality.

For any mode of being human, any act, there are two poles: a subject pole and an object pole. Intentionality is the relation between the two poles--the meaning of the act. There does not exist, of course, first one pole, second the other, and third the relation between. All three aspects form an inseparable unity, and if any one aspect is missing, there is nothing.

It belongs to the essence of an act of consciousness to form a meaning, a meaning of something which that act itself is not. If a person perceives

an object, it is the object which is given meaning in this act of perception. Although the meaning of the object is dependent on an act of perception, that meaning is also a revealed meaning of the object. That is, an act of consciousness both gives and reveals meaning: it gives meaning in the sense that, as the act is changed, so may the meaning of the object change; it reveals meaning in the sense that it is the object of the act which allows itself to be experienced in a finite number of ways. With respect to a given object, a person cannot give it an arbitrary meaning. A person can only reveal latent (possible) meanings, but these latent meanings are not "there" before they are revealed. They cannot be separated from the acts through which they are allowed to appear.

The act, the giving of meaning, is sometimes called subjective because the person is its source (initiative) and because this giving can result in a personal or private meaning; that which is given meaning (the "what" revealed) is sometimes referred to as objective because of its resistance to whimsical, arbitrary meanings. The important point to note here is that the giving and revealing of meaning are always simultaneous; we cannot know in any precise way where one begins and the other ends. Indeed, they are simultaneous because the subjective and the objective are experienced as meaning, and meaning (intentionality) is the relation between the two poles, neither of which stands alone. A consequence is that it is never clearly possible to separate and identify a subjective from an objective meaning.

For every act of consciousness, for every attitude toward the world, there is a corresponding object or meaning. For example, by an esthetic act (attitude), a person experiences the worlds of art, music, beauty, etc., as

esthetic; by a scientific act (attitude), a person experiences the world of science. Many other examples could be given.

But let us rephrase these ideas in terms of the measures and procedures used in the present study. In the context of our study, the student is the subject or act pole, the giving of meaning; the residence is what is given a meaning, that which reveals itself under a certain possible aspect.

Our task is to begin with a meaning formed--e.g., the meaning of a student's residence--and to try to grasp the intentional act or attitude by which this meaning has been formed. Needless to say, in the present study we are working with groups, and we are therefore looking for the typical or generalized attitude which is the correlate of a given meaning.

Selected meanings of a student's place of residence are obtained by means of the background questionnaire, and an indication of the students' modes of intentionality are obtained from the OPI. An OPI scale is a collection of self-report statements which are interrelated and designed to express a common theme--e.g., esthetic interests. We make the assumption here that the very basis of this interrelatedness of items, the common theme, can be taken as an intentional attitude typically assumed by an individual with respect to certain kinds of possible and real experiences or situations--in this instance, esthetic. It is because there is such an attitude, the esthetic attitude, that these varied items are related. It is in and through these items that we see a student's esthetic attitude or intentionality. The greater the number of situations and experiences to which a student typically responds esthetically (the number of such questions he endorses on the test), presumably the more salient or typical this intentional attitude is for that student. (One of the reasons we cannot claim that this study is truly phenomenological, however, is because this crucial assumption has not been submitted to a phenomenological analysis.)

But, let us assume that the student, in endorsing the items on the

measure of Estheticism, is saying essentially that he is inclined toward esthetic interests and activities. More, he describes his apartment as "arty." Let us assume, too, that this meaning also applies to a group, so that a statistical correlation is demonstrable. Have we not merely found one more potential item which could be added to the measure of Estheticism? In other words, is not the entire result circular? By including similar terms on both sides of the correlation (interest in art versus "arty"), must there not be a correlation? Surely a circularity exists here, but it is the circularity (or reciprocity) of intentionality--in terms of the subject and object poles. We are not dealing here with a causal relationship but, rather, with a meaning relationship (Kouwer and Linschoten, 1966), and the first question to be asked is whether, in fact, the two terms are related. The question of circularity arises only when they are related. But that they are correlated is precisely what we wish to know.

Study of the OPI item level and the apartment description does indeed seem to indicate a circular stagnation--at best, perhaps, we have found one more item for inclusion in the OPI scale under consideration. But this discovery is hardly a substantial research advance. It is of utmost importance for an understanding of our argument, however, to keep in mind that the personality test data are analyzed and viewed from the scale and not the item level. As we have already stated, the scale is taken as an expression of a mode of existence, an intentional act (attitude), a point of view. (Our own intentional act is such that this is the meaning we give to the OPI scales. Whether this is, in fact, a revealed meaning or a falsely given meaning, which will not stand the test of further experiences of these scales from this perspective, is of course a question of validity in test parlance). Psychologically the scale is more than the sum of its items, although quantitatively it may not be.

That is, a given point of view (estheticism) is not given unambiguously or always clearly in a single item; it is in and through the series of items comprising the scales that we see beyond to the point of view--even here with some ambiguity. With scale scores, explicit reference to individual items is left behind and the focus is on the meaning assumed to be shared by these items.

Now, if we establish a correlation between a given scale and a given residential description, we are in a position to interpret this correlation in terms of the phenomenological concept of intentionality. To repeat what has been said earlier: we understand a person, his intentional attitudes or ways of viewing the world, by questioning him about his interests, his attitudes, his feelings, his behavior, etc. And this is precisely what is done on a given OPI scale. We question the student about specific ways of viewing the world (esthetic, scientific, extrovertive, etc.), and from this questioning we make inferences about the salience and typicality of a given intentional attitude for a given person or group. Once having placed our stock in the various OPI scales as ways of viewing the world (as intentional attitudes), a discovered correlated meaning of residence can be interpreted as possibly expressing that way of looking at things. This possible significance of the observed correlation will always remain open to other interpretations inasmuch as a given description of a residence can reflect more than one world view (e.g., esthetic, intellectual, sensuous, hippie, etc., as interpretations of "arty.")

In summary, our basic assumption is this: the reason a given description of a residence is correlated with a given OPI scale is possibly the same reason why an item of that scale is correlated with the other n-1 items: they are all assumed to derive their shared meaning from a mode of intentionality--which is taken to be indicated by the scale score.

What we are primarily seeking in the present exploratory study is relationships between OPI scales, which express intellectual and social-emotional ways of viewing the world, and various meanings ascribed to residences. We have also included selected behaviors, attitudes and descriptions of peers as supporting data because a given way of viewing the world is not exclusively a contemplative mode and can also include behaviors and feelings.

It is hoped that we will be able to shed light on the student in the university context under study as well as on the functional significance of senior residence in this context. It would seem that the intelligent planning of action research in the area of housing requires, even as a minimum, such a study as the present one.

CHAPTER II

METHOD

SAMPLES

In the Fall of 1964, all entering freshmen at the University of California at Davis were given the Omnibus Personality Inventory (OPI) (Heist and Yonge, 1968) and a questionnaire which covered selected background information as well as certain items related to educational goals, values, and perceptions. Four years later, these students were again given the OPI and a somewhat expanded background questionnaire. The data of the present study are derived from the senior background questionnaire and the two administrations of the OPI. Complete data were obtained on 314 men and 330 women. Since the present study deals with the relationship between student housing in the senior year and personality test scores, only those students whose senior place of residence could be identified are included. The exact number of students under study is specified below. It should be noted that approximately 6 percent of the men and 10 percent of the women reside in types of housing other than that specified below and are not included in the present study.

INDEPENDENT VARIABLES

Type of Housing

Five types of residence are of interest in the present study. They are: (1) small houses (one or two bedrooms); (2) large houses (three or more bedrooms); (3) apartments; (4) dormitories; and (5) fraternities (men only). Men living in these five types of residence numbered 295, distributed as follows: small houses, 13; large houses, 13; apartments, 217; dormitories, 26; and fraternities, 26. Women numbered 314, distributed as follows: small houses, 22; large houses, 23; apartments, 252; and dormitories, 17.

As we have already specified, our primary interest lies not in the type of housing, per se, but in the meaning (or description) the student gives to his place of residnece. It is clear from the distributions of men and women across types of housing just presented that it is only with respect to apartments that the samples are large enough for us to subdivide them meaningfully according to the descriptions given to places of residence.

Descriptions of Apartments

The analyses using apartment dwellers treat this type of housing as one category. There is reason to believe, however, that apartments in Davis are not alike in student clientele and in other respects, and for this reason it would have been of value to compare students living in different apartments with one another. But unfortunately, the number of seniors residing in each of the more than forty apartments was not large enough to allow for this type of analysis.

Of the 62 adjectives and descriptive phrases used to describe places of residence, two have been selected as independent variables by which it is hoped to illustrate the thesis of the present study. In line with an interest in the intellectual and the social-emotional aspects of student personality, we have selected the following two descriptions as most relevant: "intellectual" and "a place for warmth and friendship." It should be noted that these two descriptions are correlated. For both men and women, those who describe their apartments as "intellectual" tend also to describe them as "a place for warmth and friendship." Those who describe their apartments as "a place for warmth and friendship," however, do not show any similar tendency to include "intellectual." The relationship between these two descriptions, then, is not symmetrical.

DEPENDENT VARIABLES

Personality Test Scores

For the convenience of the reader, simple definitions of the OPI scales used in the present study are presented below. More complete definitions can be found in Appendix A. It should be observed that only eight of the fourteen OPI scales are of relevance to the present study.

Intellectual orientation.

Thinking Introversion (TI). Liking for reflective thought and scholarly activities.

Theoretical Orientation (TO). Interest in science and scientific activities.

Estheticism (Es). Diverse interests in artistic matters and activities.

Complexity (Co). Tolerance for ambiguities and uncertainties; a fondness for novel situations and ideas.

Social-emotional adjustment.

Social Extroversion (SE). Sociable, outgoing, and not shy.

Impulse Expression (IE). Tendency to act spontaneously and on the spur of the moment.

Personal Integration (PI). Feeling of positive self-regard and good psychological adjustment.

Anxiety Level (AL). High scores admit to few symptoms of anxiety.

Questionnaire Data

The questionnaire items were selected, for the most part, to reflect free choice activities because it is assumed that a person will most clearly express himself, his typical ways of viewing the world, in those things which he himself elects to do.

The questionnaire items, as they are used in the present study, are to be found in Appendix B. Here we will simply present the general title of each item and occasionally make some comment about the rationale for its use. (Numbers in parentheses indicate the number of the appropriate questionnaire item in Appendix B.)

Descriptions of friends relative to the Davis student body (1). In this question we are not concerned with the veridicality of the descriptions from the point of view of the friends. We take these descriptions as an expression of the aspects under which the student views his friends, aspects which reveal something about the ways students view their world. The student's friends actually are the way described--in the sense that their behaviors and actions allow for the possibility of using a given descriptive phrase. Since human behavior is always to some extent polyvalent in meaning, the particular meanings honored (assumed and elaborated) by a student regarding his friends ought to be revealing of that student's frame of reference. A person sees what he is "set" (in the broad sense of attitudes and values) to see.

Spare time activities (2); Non-class-required books and magazines read (3 and 4); Bull session topics often discussed (5). These items perhaps most clearly reflect the student's free-choice behavior. An interest in them as an expression of a person's world view is predicated on the fact that praxis (one's actions) is a mode of intentionality. The kinds of activities a person engages in are correlated with a range of meanings of the situations. Action is one mode of giving and revealing meaning--of having a world view. This concept can be most clearly seen with respect to an activity like carpentry, for example; one cannot fully enter the world view of a carpenter without behaving like a carpenter. It is only through hammering and sawing--a carpenter's activities--that certain aspects of the world are revealed and experienced.

Even a conceptual analysis of carpentry pre-supposes some familiarity with such behaviors and the correlated experiences of the situation.

Descriptions of residence (6); Important sources of intellectual growth (7). The rationale for these two items is the same as that expressed above for Question 1, regarding descriptions of friends. How one "lives" one's apartment or place of residence, as well as the type of student one is being, can be expressed in these items as well as in the other items.

MODES OF ANALYSES

Personality Test Scores

The freshman, senior, and difference score averages for the groups under consideration were tested for significant differences by means of a repeated measures analysis of variance design, which adjusts the degrees of freedom to account for the fact that the OPI scales are not independent measures (Greenhouse and Geisser, 1959). The two F values of relevance are for level, which indicates a significant difference among compared groups on the overall profile average (e.g., TI plus TO plus Es plus Co), and for the interaction F, which indicates a significant difference in profile shape. Where either or both of these F values are significant, Duncan's multiple range test has been applied to each scale to determine whether there is a significant difference among average scores. The four measures of intellectual orientation (TI, TO, Es, and Co) have been analyzed as one profile (one for freshmen, one for senior, and one for difference scores), and the four measures of social-emotional adjustment (SE, IE, PI, and AL) have been treated as another profile. The results for men and women have been analyzed separately.

In view of the relatively high reliability of the OPI scores, the .05 level has been used.

Questionnaire Data

Chi-square has been used to test for significant differences among comparison groups. Here, in view of the unreliability of the questionnaire items, the .10 level was used.

It should be noted that the present study is exploratory in nature and does not set out to test specific hypotheses. The statistical tests of significance are used to arrive at the estimate of the reliability of the obtained differences and not to test exactly formulated hypotheses--other than the null hypothesis.

On the basis of significant differences, it is hoped that a characterization can be made of different modes of viewing the world, of being a student, in such a way that the items showing differences can be viewed in a manner which allows us to see the common meaning they share and express.

CHAPTER III

RESULTS

Results for men and women are reported separately. It should be kept in mind that no tests of significance have been applied to sex differences and, therefore, no qualifications of more or less should be made with respect to sex comparisons.

CHOICE OF HOUSING BY MEN

Personality Test Scores

Table 1 of Appendix C presents average senior OPI (standard) scores for men by type of housing.

Intellectual orientation. Although there are sizeable mean differences among groups (defined by choice of residence in the senior year) on the measures of intellectual interest derived from the OPI administered in the freshman year, the analysis of variance does not indicate that these differences are statistically significant. The analysis of the measures of intellectual interests derived from the personality test administered in the senior year reveals that the trends present in the freshman data emerge as statistically significant. For each of the four measures under consideration, men choosing to live in houses with three or more bedrooms (large houses) average highest. On the measures of Thinking Introversion (TI) and Estheticism (Es), these men average significantly higher than men living in each of the other four types of residence (small houses, dormitories, apartments, and fraternities). On Theoretical Orientation (TO), these men average higher than those living in fraternities or dormitories. And finally, these men average significantly higher on Complexity (Co) than

their peers choosing to live in apartments, fraternities, and dormitories. There is, then, a clear relationship between choice of a large house and intellectual interests. There is no relationship between type of residence in the senior year and change in average scores on the four measures over four years.

Social-emotional adjustment. There are no significant differences among types of senior housing when freshman averages are analyzed on Social Extroversion (SE), Impulse Expression (IE), Personal Integration (PI), and Anxiety Level (AL). The analysis of senior average scores, however, reveals some significant differences. Specifically, men living in fraternities average higher on Social Extroversion (SE) than those living in dormitories and houses with one or two bedrooms (small houses). Further, men living in dormitories as seniors average lower than all other groups on Impulse Expression (IE). As with intellectual interests, there is no significant relationship between change on these measures over four years and type of senior residence.

Questionnaire Data

Those descriptions and activities which seem to characterize differentially the three types of housing which have emerged as somewhat distinctive (in the analyses of personality test scores given above) are as follows:

Description of friends.

Large houses: intellectually committed; genuinely interested in learning for its own sake; interest in sports (small percent); and experiment with drugs.

Fraternities: intellectually committed (small percent); genuinely interested in learning for its own sake (small percent); interested in sports; and drink.

Dormitories: drink (small percent); experiment with drugs (small percent); and have pre-marital sex (small percent).

(Data are presented in Table 2 of Appendix C.)

Spare-time activities.

Large houses: reading; just thinking; watching or participating in sports (small percent); bookstore browsing; and working on cars, "bikes," etc.

Fraternities: bull sessions; sleeping; playing chess, bridge, other cards, etc.; watching or participating in sports; dating and social dancing; and drinking beer, etc.

Dormitories: drinking beer, etc. (small percent).

(Data are presented in Table 3 of Appendix C.)

Types of unassigned books and magazines read.

Large houses: novels and short story anthologies.

Fraternities: news magazines; and men's magazines.

Dormitories: nothing distinctive.

(Data are presented in Table 4 of Appendix C.)

Bull-session topics.

Large houses: theoretical matters; philosophy, ethics, or religion; giving or seeking knowledge on specific matters in which you are particularly informed or interested.

Fraternities: social life, leisure, dating.

Dormitories: nothing distinctive

(Data are presented in Table 5, Appendix C.)

Descriptions of residence.

Large houses: masculine (small percent); a place to be creative; and average (small percent).

Fraternities: masculine; clean (small percent); old; collegiate; and a place to live it up.

Dormitories: a place for warmth and friendship (small percent); a place for discussions (small percent); understanding (small percent); warm (small percent); and natural (small percent).

(Data are presented in Table 6, Appendix C.)

CHOICE OF HOUSING BY WOMEN

Personality Test Scores

Table 7 of Appendix C presents average senior OPI (standard) scores for women by type of housing.

Intellectual orientation. An analysis of the four freshman average scores in terms of type of senior residence reveals that women choosing small houses average higher on Estheticism (Es) and Complexity (Co) than their peers choosing apartments. The differences between these freshmen scores and the senior personality test scores, for those making these choices of residence, are maintained on Estheticism (Es) but not on Complexity (Co). Specifically, the analysis of senior scores indicates that women living in dormitories average higher than those in apartments. Except for the two facts that women in apartments average lowest on all four measures (but not significantly so) and that women in dormitories average highest on two of the four measures (significantly higher only than apartment dwellers), there is no striking consistency across the four measures of intellectual interests. As with men, type of senior residence for women is not related to change in intellectual orientation over four years.

Social-emotional adjustment. There is no relationship between type of senior residence and freshman averages on Social Extroversion (SE),

Impulse Expression (IE), Personal Integration (PI), and Anxiety Level (AL). For these measures, senior women living in dormitories average higher on Social Extroversion (SE) than women in all other types of housing. The only other difference is with respect to Anxiety Level (AL), where women in large houses average higher than women living in small houses. There are no reliable relationships between type of residence and change in these measures from the freshman to the senior year.

Questionnaire Data

Even though only women in dormitories show a consistency in personality test score differences (intellectual), following are descriptions and activities which appear unique to each of the four types of housing because each type averages, on one scale or another, highest on a personality test score.

Description of friends.

Small houses: nothing distinctive.

Large houses: self expressive.

Apartments: have specific goals (small percent).

Dormitories: have specific goals.

(Data are presented in Table 8 of Appendix C.)

Spare-time activities.

Small houses: bull sessions (small percent).

Large houses: going to lectures (small percent); drinking beer, etc. (small percent).

Apartments: nothing distinctive.

Dormitories: watching TV (small percent); writing prose and poetry; going to concerts; and cooking (small percent).

(Data are presented in Table 9 of Appendix C.)

Types of unassigned books and magazines read.

Small houses: nothing distinctive.

Large houses: nothing distinctive.

Apartments: nothing distinctive.

Dormitories: detective, western, romance; plays; poetry.

(Data are presented in Table 10 of Appendix C.)

Bull-session topics.

Small houses: social life, leisure, dating (small percent); politics, current events, etc.

Large houses: nothing distinctive.

Apartments: college routine, course assignments, etc.

Dormitories: college routine, course assignments, etc. (small percent).

(Data are presented in Table 11 of Appendix C.)

Descriptions of residence.

Small house: calm-relaxed; stable.

Large house: natural; clean (small percent); organized (small percent); and stable (small percent).

Apartments: nothing distinctive.

Dormitories: organized; new; collegiate; homey (small percent); calm-relaxed (small percent); natural (small percent); and understanding (small percent).

(Data are presented in Table 12 of Appendix C.)

SELECTED DESCRIPTIONS OF APARTMENTS

We now come to the data bearing most explicity on the central thesis of the present study. The important fact to be considered is not where a

student lives but what meaning he gives to his place of residence. Unfortunately, as already stated in Chapter II, it is only with respect to apartments that the samples are large enough for us to make a meaningful analysis.

In all, 62 descriptive adjectives or phrases were presented by which the student could describe his place of residence. For men living in apartments, 23 of these items are significantly related to senior personality test scores measuring intellectual interests and/or social-emotional adjustment and/or changes on these measures over a period of four years. For women living in apartments, 25 of the 62 items are significantly related to personality test data. It should also be noted that 24 of the items were of low frequency for apartment dwellers (23 for the women), and this low frequency may have prevented significant relationships with the personality test data from emerging.

Following are the adjectives and phrases found to be related to the personality test scores:

For men, items related to both intellectual and social-emotional measures (senior and/or change) are: contrived; a place for discussions; clean; neat; cold; and messy. Items related to intellectual interest measures are: a place to be creative; a place for meditation; and intellectual. Items related to the social-emotional dimensions are: homey; masculine; a place for warmth and friendship; genuine; just a place to live; a place for meaningful relationships; collegiate; dirty; a place to live it up; understanding; a place to study; warm; colorful; and a place to withdraw.

For women, items related to both intellectual and social-emotional measures are: homey; creative-imaginative; clean; genuine; a place to be creative; collegiate; stable; a place for meditation; dynamic; understanding; calm-relaxed;

natural; neat. Items related to intellectual interests are: impulsive; a place for discussions; arty; intellectual; artistic; and messy. Items related to the social-emotional measures are: cluttered; a place for warmth and friendship; just a place to live; a place to withdraw; a place to live it up; and feminine.

Rather than make an overwhelming presentation of all adjectives and phrases related to the personality test scores, we have chosen to limit our illustrations to two descriptions: "intellectual" and "a place for warmth and friendship." These descriptions are presumably relevant to the two aspects of personality under consideration--intellectual orientation and social-emotional adjustment.

SELECTED DESCRIPTIONS OF APARTMENTS--MEN

"Intellectual"

Personality test scores.

Intellectual orientation. There are no significant differences in freshman measures of intellectual interests between those who describe their apartments as "intellectual" and those who do not. In senior scores, however, there are large and significant differences on all four measures. In addition, those who describe their apartments as "intellectual" change (increase) more on Thinking Introversion (TI), Estheticism (Es), and Complexity (Co) over four years than do their peers who do not use "intellectual" to describe their apartments.

Social-emotional adjustment. None of the analyses reveal a relationship between these measures (freshmen, senior, or difference scores) and the description under consideration.

(Data are presented in Table 13 of Appendix C.)

Questionnaire data.

Following are descriptions and activities which differentiate the men who describe their apartments as "intellectual" from those who do not. Unless

otherwise specified, a larger percentage of men using "intellectual" endorse the following descriptions and activities than their peers who do not use this term.

Description of Friends: intellectually committed; genuinely interested in learning for its own sake; tolerant of divergent views, dress and behavior; in favor of diversity in student views, background, etc.; interact with faculty; experiment with drugs; and self expressive. (Data are presented in Table 14 of Appendix C.)

Spare Time Activities: reading; just thinking; bookstore browsing; and cooking. (Data are presented in Table 15 of Appendix C.)

Types of Unassigned Books and Magazines Read: religion and philosophy; behavioral sciences; cultural; science fiction; plays; literary criticism; commentary, literary, and political magazines; cultural and scientific magazines; and science fiction magazines. (Data are presented in Table 16 of Appendix C.)

Bull Session Topics: social life, leisure, dating; serious literature, poetry, drama; and theoretical: philosophy, ethics, religion. (Data are presented in Table 17 of Appendix C.)

Important Sources of Intellectual Growth: classes, outside reading and research; participation in campus organizations; and living off campus. (Data are presented in Table 18 of Appendix C.)

Descriptions of Apartments: homey; masculine; creative-imaginative; a place for warmth and friendship; a place to be creative; genuine; a place for meaningful relationships; a place for discussions; a place to study; natural; a place to withdraw; and a place for independence. (Data are presented in Table 19 of Appendix C.)

"A place for Warmth and Friendship"

Personality test scores.

Intellectual orientation. None of the analyses of these measures (freshman, senior, or difference scores) are reliably related to the description of apartments under consideration.

Social-emotional adjustment. There are no significant differences in freshman average scores between those who describe their apartments as "a place for warmth and friendship" and those who do not. In senior scores, however, the group which uses this phrase averages higher on Social Extroversion (SE), Personal Integration (PI), and Anxiety Level (AL) than the other group. Change on Social Extroversion (SE), Impulse Expression (IE), Personal Integration (PI), and Anxiety Level (AL) is not related to the use of this descriptive phrase.

(Data are presented in Table 20 of Appendix C.)

Questionnaire data.

Description of friends: genuinely interested in learning for its own sake (small percent); concerned with social and/or political issues; and interested in sports. (Data are presented in Table 14 of Appendix C.)

Spare-time activities: going to concerts; and going to musical performances. (Data are presented in Table 15 of Appendix C.)

Types of unassigned books and magazines read: science fiction. (Data are presented in Table 16 of Appendix C.)

Bull-session topics: social life, leisure, dating. (Data are presented in Table 17 of Appendix C.)

Important sources of intellectual growth: outside reading and research; and living off campus. (Data are presented in Table 18 of Appendix C.)

Descriptions of apartments: homey; masculine; creative-imaginative; clean; genuine; a place for meaningful relationships; a place for discussions; collegiate; just a place to live (small percent); natural; warm; calm-relaxed; a place to "live it up"; colorful; and a place for independence. (Data are presented in Table 19 of Appendix C.)

SELECTED DESCRIPTIONS OF APARTMENTS--WOMEN

"Intellectual"

Personality test scores.

Intellectual orientation. For those who, as seniors, describe their apartments as "intellectual," the average scores on Thinking Introversion (TI), Theoretical Orientation (TO) and Complexity (Co) obtained in the freshman year are higher than these average scores for students not describing their apartments in this manner. The analysis of scores obtained in the senior year reveal that those using the adjective "intellectual" average higher on Thinking Introversion (TI), Estheticism (Es), and Complexity (Co) than the other group of students. There is no relationship between magnitude of average change on these measures from the freshman to the senior year and the use of this descriptive term.

Social-emotional adjustment. None of the analyses reveal a relationship between these measures (freshman, senior, or difference scores) and the apartment description under consideration. (Data are presented in Table 21 of Appendix C.)

Questionnaire data.

Description of friends: intellectually committed; genuinely interested in learning for its own sake; and interact with faculty. (Data are presented in Table 22 of Appendix C.)

Spare-time activities: playing a musical instrument; going to concerts; going to plays; poetry readings, going to musical performances; going to art exhibits; bookstore browsing; and political activities. (Data are presented in Table 23 of Appendix C.)

Types of unassigned books and magazines read: religion and philosophy; detective, western, romance; humor and satire magazines; men's magazines; popular fashion magazines (smaller percent); and cultural and scientific magazines. (Data are presented in Table 24 of Appendix C.)

Bull-session topics: serious literature, poetry, drama; theoretical philosophy, ethics, religion. (Data are presented in Table 25 of Appendix C.)

Important sources of intellectual growth: informal associations with faculty; and being employed off campus. (Data are presented in Table 26 of Appendix C.)

Descriptions of apartments: homey; cluttered; creative-imaginative; a place for meaningful relationships; a place for discussions; a place for meditation; dynamic; messy; understandting; a place for study; artistic; warm; natural; a place to withdraw; and a place for independence. (Data are presented in Table 27 of Appendix C)

"A Place for Warmth and Friendship"

Personality test scores.

Intellectual orientation. None of the analyses (freshman, senior, or difference scores) reveal significant mean differences between the two groups of concern.

Social-emotional adjustment. There are no significant differences in average scores of freshman data. For personality test scores obtained in the senior year, those who describe their apartments as "a place for warmth

and friendship" average higher on Social Extroversion (SE), Personal Integration (PI), and Anxiety Level (AL) than those who do not. These results parallel precisely those obtained for men. With regard to difference scores, however, there are significant relationships with the description under consideration. Specifically, women who do not use the descriptive phrase decrease more on Social Extroversion (SE) (become more socially introverted) than those who do use the phrase; and those who use the phrase increase more in average score on Personal Integration (PI) than the groups of peers who do not use it. (Data are presented in Table 28 of Appendix C.)

Questionnaire Data.

Description of friends: no differences.

Spare-time activities: going to plays, poetry readings. (Data are presented in Table 23 of Appendix C.)

Types of unassigned books and magazines read: cultural (small percent); plays (small percent); and news magazines. (Data are presented in Table 24 of Appendix C.)

Bull-session topics: personal matters, family, friends, etc.; college routine, course assignments, etc.; local issues, administration policies, etc. (small percent). (Data are presented in Table 25 of Appendix C.)

Important sources of intellectual growth: living off campus; and associating with members of the community. (Data are presented in Table 26 of Appendix C.)

Descriptions of apartments: homey; creative-imaginative; clean; genuine; a place to be creative; a place for meaningful relationships; a place for discussions; average (small percent); just a place to live (small percent); understanding; a place to study; warm; calm-relaxed; colorful; natural; tasteful;

feminine; and a place for independence. (Data are presented in Table 27 of Appendix C.)

CHAPTER IV

DISCUSSION

CHOICE OF HOUSING BY MEN

The discussions of the personality test results which follow are in keeping with the assumption that the personality test scores can be taken as expressions of typical ways in which the students view various situations --their modes of intentionality. Following these discussions, we will proceed to other types of data in an attempt to portray the shared meaning, if any, of these various data.

Personality Test Scores

Large houses. In view of the fact that, in terms of senior scores, men who choose to live in large houses average higher than all other groups on Thinking Introversion (TI) and Estheticism (Es), and in view of the fact that they average highest on Theoretical Orientation (TO) and Complexity (Co) (but, as previously indicated, not significantly higher than all groups), we have characterized this group of men as typically viewing the world under scholarly, esthetic, and scientific aspects--as well as showing a willingness and preference to encounter the ambiguities and uncertainties of most situations head-on. The selection of large houses by the relatively more intellectually oriented male students suggests that (within the range of student residential possibilities in Davis) large houses are a more obvious choice for those with an intellectual orientation than for those with less orientation toward the world of ideas.

Fraternities. Men choosing to live in fraternities average highest, as seniors, on Social Extroversion (SE)--significantly higher than their peers living in dormitories or small houses. This group typically views the world and interpersonal encounters with an attitude of sociability.

Dormitories. Since men who choose to live in dormitories during their senior year average lower on Impulse Expression (IE) than all other groups, we characterize these men as typically viewing the world in a non-impulsive, deliberative (not necessarily in the intellectual sense), non-aggressive, conforming way.

Comments. The three intentional modes related to these three types of residential choice are the most distinctive to emerge from the data. We will therefore focus on additional data only for these three types of housing, making an attempt to see whether distinctive differences in these other variables can be viewed as intentional correlates of the intentional acts (personality test scores). A few more words need to be said about these results. First, we have hesitated to describe a frame of reference (or world view) in terms of one scale--i.e., Social Extroversion (SE) or Impulse Expression (IE)--but our hesitancy has been diminished (at least with respect to fraternity men) by the fact that it is precisely a social perspective which is formalized by fraternity life. Second, this formalization of a social perspective on the part of fraternities suggests that these men have chosen a situation which is compatible with a certain pervasive point of view--or possibly they are in tune with these aspects of their places of residence; as we will try to show later, any place of residence is polyvalent in meaning. Third, there is no formalized climate or perspective imposed on residents of large houses in the Davis student community; it is our impression that the more intellectually oriented men tend to choose large houses because large houses offer greater possibilities for creating the intellectual climate compatible with their perspective than is true of the other types of housing.

Questionnaire Data

Large houses. We find that men living in large houses, consistent with their typical mode of viewing things, describe their friends as being more intellectually oriented, more genuinely interested in learning for its own sake, and more likely to experiment with drugs than is true of other students. These descriptions are a clear expression of their intellectual, scholarly, and experimental perspective.

The spare time activities which are most distinctive of men living in large houses are: reading, just thinking, bookstore browsing, and watching or participating in sports (small percentage). These activities seem to be clear expressions of their intellectual perspective. Less clearly related to their intellectual perspective is "working on cars, bikes, etc.," which possibly could be interpreted as a scientific, analytic perspective.

The fact that these men more frequently read novels and short story anthologies is not particularly revealing of their intellectual perspective--unless it points to the intrinsic value they see in reading (as opposed to reading solely for facts).

Bull session topics add information consistent with the intellectual perspective. Frequently discussed topics deal with theoretical matters such as philosophy and religion, and the purpose of the bull sessions includes giving or seeking knowledge.

As we have already emphasized, the descriptions of a student's place of residence can be seen as an expression of the student's way of viewing things. With respect to men living in large houses, however, the distinctive descriptions are not particularly revealing, except for "a place to be creative." The other distinctive descriptions, given by a small percentage, are "masculine" and "average."

Fraternities. We will now see whether a portrayal consistent with a social orientation emerges for fraternity men. The focus is, again, exclusively on distinctive characteristics.

Fraternity men, in larger percentage than their non-fraternity peers, describe their friends as more interested in sports and as drinking more than other students. A small percentage describe their friends as more intellectually committed and more genuinely interested in learning for its own sake than other students.

The social orientation perspective clearly permeates the spare-time activities. Distinctive activities are: bull sessions; playing chess, bridge, other cards, etc.; watching and participating in sports; dating and social dancing; drinking beer, etc.; and sleeping.

Fraternity men tend to read news and men's magazines more than those men who live in other types of housing; their bull session topics tend to focus more on social life, leisure, and dating; and, they distinctively describe their place of residence as masculine, old, collegiate, a place to "live it up," and clean (small percent). It appears that the fraternity stereotype, to a large degree, reflects the realities of this type of living.

Dormitories. Compared with other students, a very small percentage of men who live in dormitories, consistent with their non-impulsive orientation, describe their friends as drinking, experimenting with drugs, and as having premarital sex.

For these students, no spare time activities are distinctive, except "drinking beer, etc.," reported by a small percentage. There is nothing distinctive, either, with respect to types of books and magazines read or to bull session topics discussed.

A small percentage of men in dormitories find the following descriptions relevant to their place of residence: a place for warmth and friendship; a place for discussions; understanding; warm; and natural.

Comment. This supplementary evidence appears consistent with what would be expected as correlates of the three points of view portrayed. The consistency is especially so for men living in large houses and fraternities, although less so for those living in dormitories.

CHOICE OF HOUSING BY WOMEN

Personality Test Scores

For women, the relationship between personality test scores and choice of residence is neither as striking nor as consistent as it is with men. The reason for this situation is not clear. It may be a reflection of the fact that men have a greater diversity of choice, with fraternities as an added option; there are no sorority houses, *per se*, in Davis. Such an argument, however, is not very convincing. Perhaps women are more influenced by factors of contingency (parents, friends, location, etc.) than are men. This speculation is given some credence in light of Buytendijk's (1968) study of feminine existence; he characterizes the typical feminine mode of existence as governed by an adaptive, conforming intentionality, whereas the typical masculine mode of existence is governed by an expansive, conquering intentionality. In our context, this interpretation might mean that women are more adaptive to present contingencies in their choice of residence, whereas men, in trying to overcome and conquer contingencies, more clearly express personal preferences.

Even so, there are differences for women in personality test scores and type of residence. These differences are such, however, that it is only with respect to women living in dormitories that we venture to characterize a

typical mode of intentionality, and we will discuss personality test and questionnaire data only for these women.

At the senior level, women living in dormitories average highest on Thinking Introversion (TI) and Estheticism (Es)--significantly higher than women in apartments. These women also average significantly higher on Social Extroversion (SE) than women living in all other types of housing. We characterize these women as typically assuming a scholarly, esthetic, and socially outgoing mode of intentionality.

We will now turn to other data to see whether this characterization receives support.

Questionnaire Data

As we have done for men, we will focus on characteristics which are distinctive of these women.

Women in dormitories, in larger percentage than those in other types of housing, describe their friends as "having specific goals" more than other students. This description is not particularly revealing of the scholarly, esthetic, and socially outgoing perspective, however, and it may reflect the relatively low average score on Complexity (Co) attained by these women.

The clearest supplementary data consistent with the scholarly, esthetic, and socially out-going perspective are to be found in spare-time activities. These women use their spare time in: writing prose and poetry; going to concerts; and watching TV (small percent). In addition, a small percentage cook in their spare time, which is probably a reflection of the fact that in the dormitories (as opposed to other types of housing) personal cooking is discouraged by the lack of facilities, by regulations, or by both.

Women in dormitories tend to read plays, poetry, and detective, western and romance books. Bull session topics rarely focus on college routine,

course assignments, and related subjects. And the manner in which these women describe their place of residence is not at all consistent with the intellectual, esthetic, socially outgoing perspective developed on the basis of the personality test data. It is, perhaps, even contrary to that perspective. The descriptions are: organized; new; collegiate; homey (small percent); calm-relaxed (small percent); natural (small percent); and understanding (small percent).

We must admit, with respect to women, that we have not been able to find a very consistent or striking theme emerging from the data.

SELECTED DESCRIPTIONS OF APARTMENTS

To this point in this chapter, we have focused primarily on the relationship between measured personality characteristics and choice of type of housing. We must now concern ourselves with the central thesis of the present study.

Type of housing is not yet a clear example of what we have called a situation, after Buytendijk; it is the mere skeleton, the facticity which offers the possibility of a certain situation being constituted. But as we have already indicated, the given (type of housing) is transformed into a situation by the act of giving meaning, by the manner in which it is taken up and lived, whatever the type of housing a person has chosen to make his own place. For this reason we now turn to a study of the selected meanings which students give to their apartments.

Given the fact that all of the students, in that part of our sample now to be studied, live in apartments, we raise the question: Are there personality differences, as well as differences in various descriptions of selected objects and activities, depending on what type of situation a student constitutes with respect to his apartment (i.e., the meaning given to it)? We have argued

that apartment as situation is an aspect of the university as situation, and in the following sections of this chapter we hope to speak also about the manner in which the student experiences other aspects of his university life.

It should be added that university as situation is, in a sense, a horizon (or background) against which more delimited situations such as a student's place of residence, his major field of study, his relations with faculty, his courses, etc., are to be viewed. Indeed, it is only in and through these more delimited situations that we can grasp the horizon. The horizon itself can never be attained; no matter how fast one travels or how much terrain one covers, the horizon always maintains its position "over there."

SELECTED DESCRIPTIONS OF APARTMENTS--MEN

"Intellectual"

Personality test scores. There are no significant differences in freshman OPI average scores between those men students who describe their apartments as "intellectual" and those who do not; but there are significant differences between these groups in terms of senior OPI average scores on all four measures of intellectual orientation. These facts suggest that the "intellectual" group has changed more in the direction of intellectual interests than the other group of students who do not use this adjective to describe their apartments. Indeed, a direct comparison of average difference scores of these two groups reveals that the "intellectual" group increased their average score significantly more than the other group on Thinking Introversion (TI), Estheticism (Es), and Complexity (Co). There are no significant differences between these groups on the measures of social-emotional adjustment.

We see, then, a strong relationship between the measures of intellectual orientation and the use of "intellectual" to describe students' apartments.

It is possible that such a relationship could mean (1) that the senior averages express a predominate intentional perspective from which the apartment is experienced or lived; and (2) that the differential change signifies that this is a relatively new perspective for the "intellectual" group. Because the perspective is relatively new, these individuals may be particularly sensitive to the possible experiential meanings correlated with this perspective--hence their use of this adjective. This kind of sensitivity is not unlike the everyday experience of noticing for the first time, even in familiar situations, a new word just learned. Indeed, one of the ways a person has of judging his own development is by noticing that he now sees aspects of situations that he previously looked at without seeing.

In view of the reported large differences between apartment dwellers who describe their places of residence as "intellectual" and those who do not, we expect to find other clear correlates of an intellectual mode of intentionality.

Questionnaire data. In Chapter III, we have enumerated differences significant at or beyond the .10 level. Here we will comment only on those differences significant at or beyond the .05 level.

Men who describe their apartments as "intellectual" also describe their friends as intellectual, scholarly, and open to new experiences more frequently than the men who do not use the term "intellectual" for their apartments.

Spare-time activities are also permeated with this intellectual perspective; for example, more men with "intellectual" apartments read, think, and browse in book stores in their spare time than do the other men, and these are activities which open the student to the world of ideas. And not only is there a difference between the two groups in the percentage who read in their spare time, but this difference extends as well to types of unassigned books and magazines read. Again, a larger percentage of the "intellectual" group read books and

magazines expressing a scholarly, intellectual perspective than do their peers; these are books and magazines dealing with religion and philosophy, the behavioral sciences, science fiction, plays, and literary criticism.

Although both groups engage in the spare-time activity item of "bull sessions," they are differentiated by the topics often discussed. Thus, the meaning of the term "bull session" is different for the groups. Surprisingly, the almost universal typic of "social life" differentiates the groups, with the "intellectual" stating in larger proportions that this topic is discussed often or very often. More in keeping with the scholarly perspective running through the data, however, is the fact that philosophy, ethics, and religion, as well as literature, poetry, and drama are more frequent topics for the "intellectuals" than for their peers.

The same theme emerges in regard to what the "intellectuals" feel are very important sources of intellectual growth and learning experiences. They feel that classes, outside research and reading, and living off campus (perhaps in their "intellectual" apartments) are very important sources. A source infrequently specified by both groups, but one which differentiates the two groups, is "participating in campus organizations," with a larger percentage of "intellectuals" checking this option. In the absence of data ragarding which organizations these might be, we cannot interpret this result.

The adjective "intellectual" can be placed in a broader context, perhaps, if it is set beside other terms also used by the "intellectual" students to describe their apartments. These terms have been used by more than fifty percent of the "intellectual" group and they significantly differentiate this group from the other men: a place for discussions; homey; masculine; a place for warmth and friendship; a place to study; a place for independence; and a place for meaningful relationships. Possibly these terms reflect the manner

in which a student actively and concretely lives in his apartment; the salience of items referring to "a place for" and "a place to" suggest much more than an expression of a passive contemplation of the place of residence. (A discussion of the concept of place and its constitution by the manner in which people involve themselves and behave can be found in Heidegger, 1962.)

It is our impression that the predominate mode of intentionality for the "intellectual" group is a scholarly perspective. We have tried to show that these students look not only at their apartments from this perspective, but also at other aspects of their university experiences as well. Indeed, in looking through these data we see the unifying scholarly perspective.

"A Place for Warmth and Friendship"

Personality test scores. The only significant differences--between those men who describe their apartments as "a place for warmth and friendship" and those who do not--occur with respect to the senior average scores on Social Extroversion (SE), Personal Integration (PI), and Anxiety Level (AL). That is, those who see their apartments as "a place for warmth and friendship" are themselves more socially extroverted and have a more positive self-regard than do their peers; their perspective is less permeated with anxieties and feelings of personal shortcomings and more permeated with orientation toward others.

Questionnaire data. It should be noted that the items in our questionnaire are strongly biased in the direction of intellectual content; we are, therefore, somewhat limited by the range of data available for trying to discover correlates of the perspective under consideration.

The social, playful aspect of this perspective is seen to some degree, however, in the descriptions of friends as interested in sports and as concerned with social and/or political issues; a small percentage have also said that their friends are genuinely interested in learning for its own sake.

Only two spare time activities show a difference between the groups. These activities are "going to concerts" and "going to musical performances." In the absence of any differences in scholarly or esthetic interests between these two groups of students, the meaning of these two activities may lie in the fact that these are activities which allow a student to be with others--with a date, in a group, or both. That is, perhaps the value of these activities lies in their social (as opposed to esthetic) meaning.

Types of unassigned books and magazines read and sources of intellectual growth do not yield results of particular use for evaluating this perspective. Perhaps these areas of concern are not of particular relevance to this point of view.

But consistent with the social mode of intentionality is the fact that the topics of social life, leisure, and dating are more frequently discussed in bull sessions by those who describe their apartments "a place for warmth and friendship" than by those who do not.

Certain of the descriptions applied to apartments show significant differences between the two groups: homey; masculine; creative-imaginative; clean; genuine; a place for meaningful relationships; a place for discussions; collegiate; just a place to live (small percent); natural; warm; calm-relaxed; a place to "live it up;" colorful; and a place for independence.

Even though these results are not as striking and compelling as those in the preceding section, we do detect a common theme running through these data--a theme of casual, friendly social orientation. It is this theme that we take to be the perspective manifested.

As with the term "intellectual," the term "a place for warmth and friendship," as applied to a student's place of residence, reveals something about

the student's orientation to other aspects of his university experiences.

SELECTED DESCRIPTIONS OF APARTMENTS--WOMEN

"Intellectual"

Personality test scores. Even in terms of freshman average scores on the intellectual interest measures of the OPI, there are significant differences between those women who describe their apartments as "intellectual" and those who do not. The "intellectual" women average highest on all four measures of intellectual interests, and significantly higher on Thinking Introversion (TI), Theoretical Orientation (TO), and Complexity (Co). Analysis of senior OPI scores reveals that the significant differences on TI and Co are maintained but that TO is no longer related to the use of the term "intellectual" and that a significant difference on Estheticism (Es) emerges. Thus, we find that scientific interests cease to be a relevant dimension at the senior level, while esthetic interests take on relevance. But even though there is this shift in mean scores from the freshman to the senior year, one group does not change significantly more than the other on any of these four measures.

None of the measures of social-emotional adjustment are related to the use of the term "intellectual"--which is true of data based on freshman, senior, and difference scores. We can see, in retrospect, that the "intellectual" group of women does not manifest a relatively recent change in intellectual oreintation but, rather, seems to show a slight modification of a persistent intellectual perspective in the direction of a stronger esthetic aspect. Indeed, the two measures with the highest average for the "intellectual" group, as seniors, are Co and Es. We are, therefore, sensitive to an esthetic aspect in the questionnaire correlates which follow.

Questionnaire data. As with men, women who describe their apartments as "intellectual" describe their friends as more intellectually committed, as

more genuinely interested in learning for its own sake, as interacting more with faculty than do the women who do not use this term.

The esthetic perspective noted above is prominent in spare-time activities, and it shows a difference between the two groups. The "intellectuals," in greater percentage, play musical instruments and go to concerts, plays, poetry readings, musical performances, and art exhibits. Further, a larger percentage of these women engage in bookstore browsing and political activities.

Although spare-time reading does not differentiate the two groups, the type of unassigned reading shows several differences. In larger percentage, the "intellectuals" read books about religion and philosophy as well as detective novels, westerns, and/or romances. These women, also in greater percentage, read humor or satire magazines, and cultural, scientific and men's magazines. They are less likely to read magazines dealing with popular fashions, etc.

Two types of bull session topics are discussed more frequently by those women students who describe their apartments as "intellectual" than by other women students. The topics discussed are: "serious" (literature, poetry, drama) and "theoretical" (philosophy, ethics, religion).

Not only do the "intellectual" women describe their friends as interacting with faculty, but faculty interaction is seen as an important source of intellectual growth for these women--as is being employed off campus, although this item must be left uninterpreted because of the absence of additional data.

Other terms used to describe the apartments of women students are not inconsistent with the esthetic perspective, but they also are not particularly revealing of that perspective. These terms are: creative-imaginative; a place to be creative;

a place for discussions; a place for meditation; understanding; a place for study; artistic; homey; cluttered; a place for warmth and friendship; genuine; a place for meaningful relationships; dynamic; messy; warm; natural; a place to withdraw; and a place for independence.

It would appear that there is an intellectual, esthetic theme permeating most of the data.

"A Place for Warmth and Friendship"

Personality test scores. As seniors, women students who describe their apartments as "a place for warmth and friendship" average higher on Social Extroversion (SE), Personal Integration (PI), and Anxiety Level (AL) than those women students who do not use this term. Precisely as with men, women who view their apartments in this way are themselves more outgoing and sociable and have a more positive self-regard than do their peers. Furthermore, this perspective seems to be of recent attainment; the "warmth and friendship" group increased their average score on PI, over four years, significantly more than did the other group. More, those not using this term became less sociable and outgoing during the four years. This perspective would appear, then, to be characterized by sociability and positive self-regard.

Questionnaire data. None of the descriptions of friends differentiated the "warmth and friendship" group from the other group.

As spare-time activities, a larger percentage of the "warmth and friendship" women go to plays and poetry readings than do other women students. In view of a lack of difference in intellectual (particularly esthetic) interests, we interpret this result (as we did for the men) as a reflection of the social aspect of this activity. Although this is a post hoc interpretation, it is not intended to represent the only viable interpretation; it is, however, suggested by the personality test data.

The fact that the "warmth and friendship" women are not particularly interested in plays, per se, is indicated by the finding that a smaller percentage of these women read plays than do the other women. They also read fewer unassigned books dealing with culture than the other women do. But more of these women read news magazines than do the others.

Bull session topics more frequently discussed by the "warmth and friendship" women focus on personal matters, friends, and college routine. Less frequently discussed are local issues and administration policies.

The two perceived important sources of intellectual growth reflect, to some extent, a non-campus orientation. These sources are "living off campus" and "associating with members of the community." It is not clear how these sources might fit into the "warmth and friendship" perspective, and no interpretation is made of these data.

Other terms used differentially by the two groups suggest that apartments are viewed as places for relaxed social encounters. The descriptive phrases showing a difference (with a larger percentage of the "warmth and friendship" group using them) are: homey; clean; genuine; a place for meaningful relationships; a place for discussions; understanding; warm; calm-relaxed; colorful; natural; tasteful; feminine; a place for independence; creative-imaginative; a place to be creative; a place to study; average (small percent); and just a place to live (small percent).

As with men, the intentional attitude by which women's apartments are experienced under the aspect of "a place for warmth and friendship" is not nearly as salient, as evidenced by the data, as is true for both men and women regarding the intentional attitude by which students' apartments are experienced under the perspective of "intellectual." This is no doubt a reflection of the fact that the questionnaire content is markedly biased in

the direction of the intellectual, scholarly aspects of the student's college experience, the questionnaire being designed for many other studies as well as the present one.

CHAPTER V

CONCLUSIONS

The results of the present study are consistent, for the most part, with the thesis that there is a relationship between the personality characteristics of students and (1) their choice of housing and (2) the manner in which they define that choice by giving their place of residence meanings and thus transforming it into a situation.

We have tried to illustrate--with some success, we hope--the fruitfulness of the view that personality test scores, in this case selected measures from the Omnibus Personality Inventory, may be taken as indications of modes of viewing and approaching situations--or better, as frames of reference from which situations are constituted. This view is not original, but it makes explicit what is usually left implicit and undeveloped, we believe, in similar studies.

The present study also illustrates the possibility of studying college experiences through a study of aspects of more delimited situations which can be understood as aspects of that more comprehensive unity called "college experiences." Indeed, the advantage of this approach is that we are not placed in the awkward position of trying to interpret a relationship between a relatively undefined term (college experience) and a relatively defined one (personality test scores), each of which belongs to different realms or levels of analysis.

We have also seen that the manner in which a student's place of residence is defined--the meanings given to it--is related to other perceptions and activities which can be seen as aspects (or types) of college experiences.

In stating our general conclusion--that there are relationships between personality variables and the type of housing chosen, as well as with the

manner in which housing is defined by the student--we do not mean to imply that the exact relationships uncovered in the present study will hold elsewhere. It is the general relationship which we hypothesize will hold at other colleges, not necessarily the specific content of the general relationship which has emerged in our data. The specific content of the relationship will undoubtedly reflect both student characteristics and the structural features of the college environment (e.g., types of housing available). For this reason, where the significance of student housing is of concern (perhaps to implement change or action research or, as in the present study, to investigate the psychological significance of housing), similar and more extensive studies should be carried out in the concrete educational setting of a given college or university. Easy generalizations, unfortunately, may not be relevant at certain other institutions.

APPENDIX A

DEFINITIONS OF THE OPI SCALES USED IN THE PRESENT STUDY

INTELLECTUAL ORIENTATION

Thinking Introversion (TI)--43 items: Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art, and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application, or to entirely reject or avoid dealing with ideas and abstractions.

Theoretical Orientation (TO)--33 items: This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers indicate a preference for dealing with theoretical concerns and problems and for using the scientific method in thinking; many are also exhibiting an interest in science and in scientific activities. High scorers are generally logical, analytical, and critical in their approach to problems and situations.

Estheticism (Es)--24 items: High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic stimulation. The content of the statements in this scale extends beyond painting, sculpture, and music, and includes interests in literature and dramatics.

Complexity (Co)--32 items: This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and very high scorers are disposed to seek out and to enjoy diversity and ambiguity.

SOCIAL-EMOTIONAL ADJUSTMENT

Social Extroversion (SE)--40 items: This measure reflects a preferred style of relating to people in a social context. High scorers display a strong interest in being with people, and they seek social activities and gain satisfaction from them. The social introvert (low scorer) tends to withdraw from social contacts and responsibilities.

Impulse Expression (IE)--59 items: This scale assesses a general readiness to express impulses and to seek gratification either in conscious thought or in overt action. High scorers have an active imagination, value sensual reactions and feelings; very high scorers have frequent feelings of rebellion and aggression.

Personal Integration (PI): The high scorer admits to few attitudes and behaviors that characterize anxious, disturbed or socially alienated persons. Low scorers on the other hand, may intentionally avoid others and often express hostility and aggressions. They also indicate feelings of loneliness, rejection, and isolation.

Anxiety Level (AL): High scorers deny that they have feelings or symptoms of anxiety and do not admit to being nervous or worried. Low scorers are generally tense and high-strung and often experience some difficulty adjusting in their social environment.

APPENDIX B

QUESTIONNAIRE ITEMS USED IN THE PRESENT STUDY

(1) With respect to the following descriptive phrases, compare your friends with the Davis student body at large. (Select the appropriate number and write it in the space preceding each descriptive phrase.)

0. More than other students.
1. No different than other students.
2. Less than other students.

____Intellectually committed.
____Concerned with grades.
____Genuinely interested in learning for its own sake.
____Concerned with social and/or political issues.
____Tolerant of divergent views, dress and behavior.
____In favor of diversity in student views, background, etc.
____Warm and friendly.
____Serious about studies.
____Interested in sports.
____Mature and responsible.
____Interact with faculty.
____Drink.
____Experiment with drugs.
____Have premarital sex.
____Self expressive.
____Have specific goals.

(2) Listed below are activities which students enjoy doing in their spare time. Please check those in which you commonly engage.

____0. Outdoor activity (hiking, skiing, horseback riding, etc.).
____1. Reading.
____2. Listening to music.
____3. Watching TV.
____4. Tinkering, model or kit building.
____5. Going to the movies.
____6. Playing a musical instrument.
____7. Sewing, knitting.
____8. Writing prose or poetry.
____9. Painting, sketching, sculpting.
____10. Traveling to nearby points of interest.
____11. Going to lectures.
____12. Just thinking.
____13. Going to concerts.
____14. "Tripping" with or without drugs.
____15. Bull sessions.
____16. Sleeping.
____17. Going to scientific talks (seminars, etc.).
____18. Analyzing how things work.
____19. Going to plays, poetry readings.

APPENDIX B (cont.)

(2) (Continued)

___20. Going to musical performances.
___21. Going to art exhibits.
___22. Going to scientific exhibits.
___23. Playing chess, bridge, other cards, etc.
___24. Making equipment such as hi-fi's, model airplanes, etc.
___25. Photography.
___26. Watching or participating in sports (football, basketball, etc.).
___27. Playing pool, billiards, bowling, golf, pingpong, etc.
___28. Dating, social dancing.
___29. Drinking beer, etc.
___30. Cooking.
___31. Bookstore browsing.
___32. Working on cars, "bikes", etc.
___33. Conducting scientific research on your own.
___34. Political activities.
___35. Religious activities.

(3) Estimate the number of non-class-required books you read per quarter during school sessions. Make one estimate for each type of book listed.

	0	1-2	3-4	5-6	7-8	9+
History, Politics, Economics & World Affairs	1	2	3	4	5	6
Religion and Philosophy	1	2	3	4	5	6
Behavioral Sciences (Sociol., Psych., Anthro)	1	2	3	4	5	6
Cultural (Art, Architecture, Music, Photpgraphy, etc.)	1	2	3	4	5	6
Technical, Scientific, Reference	1	2	3	4	5	6
Biographies and Historical Fiction	1	2	3	4	5	6
Scientific Fiction	1	2	3	4	5	6
Detective, Western, Romance	1	2	3	4	5	6
Plays	1	2	3	4	5	6
Poetry	1	2	3	4	5	6
Novels and Short Story Anthologies	1	2	3	4	5	6
Literary Criticism	1	2	3	4	5	6
Other; specify _____	1	2	3	4	5	6

(4) What magazines do you read regularly or often? Check as many as apply.

_____Commentary, Literary and Political (Atlantic Monthly, New Yorker, Commentary, Harper's, Commonweal, National Review, Interaction, Modern Age, New Republic, Ramparts, New York Review of Books, Saturday Review, New York Times Magazine, Realist), etc.
_____Humor and Satire (Mad, campus humor magazines, etc.)
_____News Magazines (Newsweek, Time, U.S. News and World Report, National Observer, The Economist, etc.)
_____Popular-Pictorial, and Digests (Life, Look, Saturday Evening Post, Reader's Digest, Pagent, etc.)

APPENDIX B (cont.)

(4) (Continued)

_____Men's Magazines (Esquire, Playboy, Cavalier, etc.)
_____Popular Fashion, Homemaking, Travel (Charm, Seventeen, Vogue, Better Homes and Gardens, Cosmopolitan, Good Housekeeping, McCall's, Holiday, Venture, etc.)
_____Cultural and Scientific (American Art, American Heritage, Horizon, National Geographic, Scientific American, Theatre Arts, etc.)
_____Science Fiction.
_____Detective, Movie, Romance.
_____Business (Business Week, Borbes, Fortune, Wall Street Journal, etc.)
_____Occupational and Professional Journals (academic, educational, engineering, farm, legal, medical, trade, psychiatric, etc.)
_____Hobby and Sports (Aviation Week, Boating, Downbeat, High Fidelity, Popular Science, Popular Electronics, Sports Illustrated, Strength and Health, etc.)
_____Other: specify _____

(5) In talking with your fellow students, about how often do you discuss the following topics (place the appropriate number in each blank).

1. Very often.
2. Often.
3. Occasionally.
4. Hardly ever.

_____Social life, leisure, dating.
_____Personal matters, family, friends, acquaintances.
_____College routine, course assignments, etc.
_____Local issues, administration policies, etc.
_____Serious discussions pertaining to literature, poetry, drama.
_____Discussion of the arts.
_____Theoretical matters, philosophy, ethics, or religion.
_____Human rights, civil liberties, social problems.
_____Politics, current events on the national and international scene.
_____Giving or seeking knowledge on specific matters in which you are particularly informed or interested.

(6) Below are a list of words and descriptive phrases; check the ones which you think apply to the place where you live. We are aware that some of these words and phrases are not normally used to describe houses and apartments, but we are trying to get beyond conventional descriptions to your attitudes and <u>feelings</u> about the place you live in.

_____homey
_____contrived
_____cluttered
_____a place for rejection
_____masculine
_____collegiate
_____stable
_____reserved
_____mystical
_____static

APPENDIX B (cont.)

(6) (Continued)

_____creative-imaginative
_____phoney
_____clean
_____a place for warmth & friendship
_____consistent
_____adequate
_____discontented
_____functional
_____organized
_____a place for rebellion
_____genuine
_____a place to be creative
_____old
_____competitive
_____a place to escape
_____immaculate
_____inadequate
_____new
_____hippie
_____sophisticated
_____just a place to live
_____a place for meditation
_____dynamic
_____messy
_____intellectual
_____agitated
_____dirty
_____understanding
_____stifling
_____a "pad"
_____a place to study
_____artistic
_____alien
_____expensive
_____warm
_____calm-relaxed
_____a place to "live it up"
_____colorful
_____natural
_____a place to withdraw

(7) During college, how important to you has <u>each</u> of the following been as a source of intellectual growth and learning experience for you?

0. Very important
1. Somewhat important.
2. Neutral
3. Relatively unimportant.
4. Not at all important.

_____Classes.
_____Informal discussion with fellow students.
_____Living in a dorm.
_____Outside reading and research.
_____Participating in campus organizations.
_____Informal association with faculty.
_____Living in a fraternity.
_____Lectures, concerts and debates.
_____Living off campus.
_____Being employed on or off campus.
_____Participating in non-campus activities.
_____Associating with members of the community.

APPENDIX C

(Generally, only data showing significant differences are presented.)

TABLE 1

Average Senior OPI (Standard) Scores for Men by Type of Housing

OPI scales	Type of housing: Small houses	Large houses	Apts.	Dorms	Frats	Comparisons significantly[1] different
			Intellectual orientation			
TI	48.0	55.0	50.4	49.7	48.5	Large houses vs. all
TO	51.1	57.4	53.9	52.5	52.1	Large houses vs. frats, small houses
Es	46.1	53.6	47.1	45.6	46.3	Large houses vs. all
Co	54.8	59.4	54.4	50.3	51.7	Large houses vs. apts., frats, dorms
			Social-emotional adjustment			
SE	42.3	46.7	46.9	44.5	50.6	Frats vs. dorms, small houses
IE	58.2	59.1	56.8	50.3	59.1	All vs. dorms
PI	53.2	53.6	55.6	57.1	55.0	No differences
AL	52.2	52.0	53.3	53.5	52.6	No differences
N	13	13	217	26	26	

[1]For senior intellectual orientation measures, F value for between groups = 2.45 (df = 4/290), $p < .05$; for senior social-emotional measures, F value for groups x tests interaction = 1.96 (df = 12/870; reduced df = 8/556), $p < .05$.

TABLE 2

Descriptions of Friends by Men According to Type of Housing

(Percent checking "more than other students")

	Type of housing						
Description	Small houses	Large houses	Apts.	Dorms	Frats	Chi-square	p
Intellectually committed	15	62	38	38	19	9.56	<.05
Interested in learning for its own sake	31	54	35	31	11	8.18	<.10
Interest in sports	31	8	35	27	65	34.30	<.01
Drink	38	23	24	8	58	19.57	<.01
Experiment with drugs	38	54	18	0	15	20.38	<.01
Have pre-marital sex	46	38	20	8	38	13.39	<.01
N	13	13	217	26	26		

TABLE 3

Spare Time Activities of Men by Type of Housing

(Percent checking)

	Type of housing						
Activity	Small houses	Large houses	Apts.	Dorms	Frats	Chi-square	p
Reading	38	92	58	58	54	8.51	<.10
Bull sessions	77	92	82	73	100	8.44	<.10
Sleeping	46	77	70	58	85	8.16	<.10
Playing cards, etc.	8	23	44	46	65	14.16	<.01
Watching or participating in sports	62	38	67	73	92	12.96	<.01
Dating, social dancing	38	54	70	62	81	9.02	<.10
Drinking beer, etc.	77	69	64	46	100	19.27	<.01
Working on car, "bike," etc.	38	62	33	50	46	7.93	<.10
N	13	13	217	26	26		

TABLE 4

Types of Non-required Books and Magazines Read

by Men According to Type of Housing

	Type of housing						
Type of books[1]	Small houses	Large houses	Apts.	Dorms	Frats	Chi-square	p
Novels, short stories	85	23	53	58	62	10.72	< .05
Type of magazines[2]							
News	55	69	79	81	96	10.62	<.05
Men's	77	54	75	54	88	11.16	<.05
N	13	13	217	26	26		

[1]Percent checking "none."

[2]Percent checking.

TABLE 5

Bull Session Topics Discussed Very Often by Men

According to Type of Housing

(Percent indicating)

	Type of housing						
Topic	Small houses	Large houses	Apts.	Dorms	Frats	Chi-square	p
Social life, leisure	15	31	35	35	77	20.36	$<.01$
Theoretical*	23	62	29	17	24	9.83	$<.05$
Giving, seeking knowledge	8	55	24	27	23	8.17	$<.10$
N	13	13	217	26	26		

*Very often and often

TABLE 6

Descriptions of Residence by Men

According to Type of Housing

(Percent checking)

	Type of housing						
Description	Small houses	Large houses	Apts.	Dorms	Frats	Chi-square	p
Masculine	23	8	43	46	85	27.05	.01
Clean	77	31	41	50	19	15.82	.01
Place for warmth and friendship	69	77	44	23	85	28.51	.01
Place to be creative	0	54	7	8	31	38.09	.01
Old	38	31	8	12	58	54.81	.01
Place for discussions	54	77	42	35	85	23.08	.01
Average	46	15	50	50	19	13.76	.01
Collegiate	31	31	46	50	81	14.79	.01
Just a place to live	38	15	35	58	12	14.53	.01
Understanding	31	46	15	8	46	24.51	.01
Warm	54	54	24	19	46	15.06	.01
Place to "live it up"	31	31	24	19	54	11.43	.05
Natural	54	54	29	8	42	15.33	.01
N	13	13	217	26	26		

TABLE 7

Average Senior OPI (Standard) Scores for Women by Type of Housing

OPI scale	Type of housing: Small houses	Large houses	Apts.	Dorms	Comparisons significantly[1] different
Intellectual orientation					
TI	51.5	52.1	51.2	55.7	Dorms vs. apts.
TO	51.5	48.8	48.1	48.2	Small houses vs. apts.
Es	55.0	55.6	53.2	59.2	Dorms vs. apts.
Co	57.1	59.7	52.3	53.4	Large houses vs. dorms, apts.; small houses vs. apts.
Social-emotional adjustment					
SE	46.6	46.1	47.4	53.0	Dorms vs. all
IE	56.1	53.9	51.5	51.2	No differences
PI	52.2	56.7	55.1	56.6	No differences
AL	49.8	55.6	52.4	52.7	Large houses vs. small houses
N	22	23	252	17	

[1]For senior intellectual orientation scores, F value for groups x tests interaction = 2.88 (df = 9/930; reduced df = 8/820), $p < .01$; for senior social-emotional measures, F value for groups x tests interaction = 2.07 (df = 9/930; reduced df = 6/601), $p < .05$.

TABLE 8

Descriptions of Friends by Women According to Type of Housing

(Percent checking "more than other students")

	Type of housing					
Description	Small houses	Large houses	Apts.	Dorms	Chi-square	p
Self expressive	45	61	35	35	6.88	$<.10$
Have specific goals	36	35	23	53	9.29	$<.05$
N	22	23	252	17		

TABLE 9

Spare Time Activities of Women by Type of Housing

(Percent checking)

	Type of housing					
Activity	Small houses	Large houses	Apts.	Dorms	Chi-square	p
Watching TV	50	39	56	24	8.40	<.05
Writing prose, poetry	9	26	14	41	10.80	<.01
Going to concerts	50	26	33	71	12.67	<.01
Going to lectures	59	26	38	59	8.01	<.05
Bull sessions	45	70	72	71	6.56	<.10
Dating, social dancing	55	52	75	71	8.98	<.05
Drinking beer, etc.	55	22	46	53	6.51	<.10
Cooking	82	78	76	35	15.14	<.01
N	22	23	252	17		

TABLE 10

Types of Non-required Books Read by Women

According to Type of Housing

(Percent checking "none")

	Type of housing					
Type of books	Small houses	Large houses	Apts.	Dorms	Chi-square	p
Detective, western, romance	91	96	83	65	7.74	$<.10$
Plays	73	61	70	29	12.46	$<.01$
Poetry	55	74	65	29	10.49	$<.01$
N	22	23	252	17		

TABLE 11

Bull Session Topics Discussed Very Often by Women According to Type of Housing (Percent indicating)

Topic	Small houses	Large houses	Apts.	Dorms	Chi-square	p
Social life, leisure	14	35	52	47	14.05	<.01
College routine	23	26	46	18	11.99	<.01
Politics, current events	41	13	19	12	7.80	<.05
N	22	23	252	17		

TABLE 12

Descriptions of Residence by Women

According to Type of Housing

(Percent checking)

	Type of housing					
Description	Small houses	Large houses	Apts.	Dorms	Chi-square	p
Homey	86	74	72	47	7.46	<.10
Creative-imaginative	55	52	34	35	6.32	<.10
Clean	64	22	60	65	13.47	<.01
Organized	32	17	39	53	6.31	<.10
Old	68	65	10	6	87.74	<.01
New	9	4	26	53	15.65	<.01
Collegiate	23	22	47	71	14.31	<.01
Stable	64	26	40	47	7.20	<.10
Understanding	59	57	39	24	7.86	<.05
Calm-relaxed	73	57	60	29	8.22	<.05
Natural	50	70	48	29	6.69	<.10
N	22	23	252	17		

TABLE 13

Average OPI (Standard) Scores for Men Living in Apartments as Seniors Who Do and Do Not Describe Their Apartment as "Intellectual"

OPI scale	Freshman scores		Senior scores[1]		Difference scores[2]	
	Yes	No	Yes	No	Yes	No
Intellectual orientation						
TI	49.6	46.4	56.3	49.6*	6.7	3.2*
TO	54.6	53.2	56.9	53.6*	2.3	.4
Es	45.5	43.4	51.5	46.6*	6.0	3.2*
Co	48.8	47.9	60.5	53.6*	11.7	5.7*
Social-emotional adjustment						
SE	47.4	45.2	45.9	47.0	-1.5	-1.8
IE	52.4	52.8	59.1	56.5	6.7	3.7
PI	53.4	52.8	55.5	55.7	2.1	2.9
AL	53.8	51.7	54.0	53.3	.2	1.6
N	24	193	24	193	24	193

*Difference between means significant ($p < .05$).

[1]For the senior intellectual orientation measures, F value for between groups = 13.05 (df = 1/215), $p < .01$.

[2]For intellectual orientation difference scores, F value for between groups = 6.04 (df = 1/215), $p < .05$.

TABLE 14

Descriptions of Friends by Men in Apartments
According to the Meaning Given One's Apartment
(Percent checking "more than other students")

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Description	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Intellectually committed	54	36	3.08	<.10	36	39	--	--
Interested in learning for its own sake	62	31	9.31	<.01	27	40	9.67	<.01
Concerned with social/ political issues	42	34	--	--	42	30	9.32	<.01
Tolerant of divergent views, background	58	38	3.71	<.10	42	39	--	--
Favor diversity in views, background	54	33	4.35	<.05	34	36	--	--
Interested in sports	21	36	--	--	43	28	13.73	<.01
Interact with faculty	50	27	5.17	<.05	27	32	--	--
Experiment with drugs	33	16	4.32	<.05	17	19	--	--
Self expressive	58	31	7.05	<01	33	35	--	--
N	24	193			95	122		

TABLE 15

Spare Time Activities of Men in Apartments
According to the Meaning Given One's Apartment
(Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Activities	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Reading	79	55	4.93	<.05	63	54	--	--
Just thinking	88	64	5.40	<.05	72	62	--	--
Going to concerts	29	24	--	--	32	19	4.69	<.05
Going to musical performances	46	32	--	--	40	28	3.55	<.10
Cooking	38	22	2.94	<.10	25	22	--	--
Bookstore browsing	58	36	4.61	<.05	41	36	--	--
N	24	193			95	122		

TABLE 16

Types of Non-required Books and Magazines Read by Men in Apartments According to the Meaning Given One's Apartment

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Type of books[1]	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Religion and philosophy	54	82	9.80	<.01	77	81	--	--
Behavioral science	50	77	8.25	<.01	77	75	--	--
Cultural	67	81	2.85	<.10	77	83	--	--
Science fiction	62	82	4.95	<.05	72	86	6.93	<.01
Plays	67	83	3.98	<.05	83	80	--	--
Literary criticism	75	94	11.01	<.01	91	93	--	--
Type of magazines[2]								
Commentary, literary	54	24	15.50	<.01	25	30	--	--
Cultural, scientific	54	36	2.89	<.10	40	37	--	--
Science fiction	21	5	9.25	<.01	7	6	--	--
N	24	193			95	122		

[1]Percent checking "none."

[2]Percent checking.

TABLE 17

Bull Session Topics Discussed Often and Very Often by Men in Apartments According to the Meaning Given One's Apartment (Percent indicating)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Topic	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Social life, leisure	96	71	6.81	<.01	82	67	6.12	<.01
Serious: literature, etc.	25	7	8.03	<.01	7	11	--	--
Theoretical: philosophy, etc.	50	25	6.40	.05	29	27	--	--
N	24	193			95	122		

TABLE 18

Sources of Intellectual Growth Seen as Very Important by Men in Apartments According to the Meaning Given One's Apartment

(Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Source	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Classes	75	47	6.87	<.01	46	52	--	--
Outside reading, research	54	28	6.86	<.01	37	26	2.82	<.10
Participating in campus organizations	25	11	3.91	<.05	15	11	--	--
Living off campus	46	24	5.03	<.05	33	22	3.01	<.10
N	24	193			95	122		

TABLE 19

Descriptions of Residence by Men in Apartments
According to the Meaning Given One's Apartment
(Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Description	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Homey	67	32	11.46	.01	59	17	40.64	.01
Masculine	67	40	6.25	.05	59	30	17.86	.01
Creative-imaginative	38	18	4.95	.05	35	9	21.86	.01
Clean	42	40	--	--	52	32	8.52	.01
Place for warmth and friendship	67	41	5.74	.05	100	0	criterion	
Place to be creative	25	5	12.28	.01	13	3	--	--
Genuine	38	20	3.71	.10	39	9	12.84	.01
Place for meaningful relationships	54	23	10.37	.01	51	8	48.87	.01
Place for discussions	79	38	14.94	.01	67	23	43.15	.01
Intellectual	100	0	criterion		17	7	--	--
Collegiate	54	45	--	--	60	35	13.17	.01
Place to study	62	40	4.47	.05	48	38	--	--
Just a place to live	21	37	--	--	20	48	17.70	.01
Natural	50	26	6.07	.05	43	17	17.62	.01
Warm	25	24	--	--	44	9	35.84	.01
Calm-relaxed	42	38	--	--	59	22	30.65	.01
Place to "live it up"	33	23	--	--	36	15	20.27	.01
Colorful	25	17	--	--	33	6	26.74	.01
Place to withdraw	29	8	10.72	.01	7	12	--	--
Place for independence	58	21	15.52	.01	40	14	19.18	.01
N	24	193			95	122		

TABLE 20

Average OPI (Standard) Scores for Men Living in Apartments as Seniors Who Do and Do Not Describe Their Apartment as "a Place for Warmth and Friendship"

OPI scale	Freshman scores		Senior[1] scores		Difference scores	
	Yes	No	Yes	No	Yes	No
			Intellectual orientation			
TI	47.3	46.4	50.5	50.3	3.2	3.9
TO	53.5	53.3	54.2	53.7	.7	.4
Es	43.6	43.7	47.5	46.8	3.9	3.1
Co	47.9	48.1	54.3	54.4	6.5	6.3
			Social-emotional adjustment			
SE	50.3	47.4	49.3	45.1*	-1.0	-2.3
IE	51.9	51.9	57.5	56.2	5.6	4.3
PI	53.7	52.2	57.5	54.2*	3.8	2.0
AL	53.0	51.1	55.0	52.0*	2.0	.9
N	95	122	95	122	95	122

*Difference between means significant ($p < .05$).

[1]For the senior social-emotional adjustment measures, F value for between groups = 16.13 (df = 1/215), $p < .01$.

TABLE 21

Average OPI (Standard) Scores for Women Living in Apartments as Seniors Who Do and Do Not Describe Their Apartments as "Intellectual"

OPI scale	Freshman[1] scores		Senior[2] scores		Difference scores	
	Yes	No	Yes	No	Yes	No
			Intellectual orientation			
TI	52.7	48.3*	54.7	50.7*	2.0	2.4
TO	50.1	46.3*	50.4	47.8	.3	1.5
Es	51.5	49.2	56.6	52.8*	5.1	3.6
Co	50.8	46.8*	56.8	51.7*	6.0	4.9
			Social-emotional adjustment			
SE	50.1	50.0	48.7	47.2	-1.4	-2.8
IE	46.4	45.3	53.7	51.2	7.3	5.9
PI	50.0	51.4	54.2	55.3	4.2	3.9
AL	53.0	51.2	52.5	52.3	-.5	.8
N	30	222	30	222	30	222

*Difference between means significant ($p < .05$)

[1]For freshman intellectual orientation measures, F value for between groups = 7.41 (df = 1/250), $p < .01$.

[2]For senior intellectual orientation measures, F value for between groups = 7.31 (df = 1/250), $p < .01$.

TABLE 22

Descriptions of Friends by Women in Apartments
According to the Meaning Given One's Apartment
(Percent checking "more than other students")

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Description	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Intellectually committed	47	23	7.39	<.01	25	31	--	--
Interested in learning for its own sake	60	27	12.99	<.01	33	27	--	--
Interact with faculty	37	18	6.06	<.05	18	24	--	--
N	30	222			190	62		

TABLE 23

Spare Time Activities of Women in Apartments

According to the Meaning Given One's Apartment

(Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Activities	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Playing a musical instrument	43	27	3.42	<.10	31	23	--	--
Going to concerts	47	31	2.91	<.10	33	34	--	--
Going to plays, etc.	63	36	8.56	<.01	38	48	3.12	<.10
Going to musical performances	60	40	4.29	<.05	43	40	--	--
Going to art exhibits	53	36	3.54	<.10	39	34	--	--
Dating, social dancing	57	77	6.10	<.05	75	74	--	--
Bookstore browsing	87	59	8.85	<.01	62	61	--	--
Political activities	20	6	6.78	<.01	9	5	--	--
N	30	222			190	62		

TABLE 24

Types of Non-required Books and Magazines Read by Women in Apartments According to the Meaning Given One's Apartment

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Type of books[1]	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Religion and philosophy	57	80	7.93	<.01	77	77	--	--
Cultural	80	74	--	--	78	65	4.42	<.05
Detective, western, romance	70	85	4.03	<.05	82	87	--	--
Plays	63	71	--	--	74	58	5.41	<.05
Type of magazines[2]								
Humor and satire	33	17	4.51	<.05	19	18	--	--
News	73	70	--	--	73	61	3.15	<.10
Men's	33	17	4.51	<.05	19	18	--	--
Popular fashions, etc.	50	73	6.36	<.01	72	65	--	--
Cultural and scientific	40	26	2.73	<.10	28	26	--	--
N	30	222			190	62		

[1]Percent checking "none."

[2]Percent checking.

TABLE 25

Bull Session Topics Discussed Often and Very Often by Women in Apartments According to the Meaning Given One's Apartment

(Percent indicating)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Topic	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Personal matters, family, friends, etc.[1]	47	45	--	--	51	27	10.09	<.01
College routine, etc.	90	93	--	--	86	76	3.79	<.05
Local issues, etc.	30	37	--	--	33	48	5.01	<.05
Serious: literature, etc.	40	17	8.70	<.01	18	26	--	--
Theoretical: philosophy, etc.	50	32	4.03	<.05	34	34	--	--
N	30	222			190	62		

[1]Very often only.

TABLE 26

Sources of Intellectual Growth Seen as Very Important by Women in Apartments According to the Meaning Given One's Apartment

(Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Source	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Informal association with faculty	40	20	5.88	<.05	23	23	--	--
Living off campus	60	55	--	--	59	45	3.60	<.10
Being employed off campus	40	23	3.83	<.05	27	19	--	--
Associating with members of community	13	8	--	--	11	0	7.48	<.01
N	30	222			190	62		

TABLE 27

Descriptions of Residence by Women in Apartments According to the Meaning Given One's Apartment (Percent checking)

	Meaning given to apartments							
	"Intellectual"				"A place for warmth and friendship"			
Description	Yes	No	Chi-sq.	p	Yes	No	Chi-sq.	p
Homey	87	70	2.92	<.10	86	29	76.46	<.01
Cluttered	53	31	5.85	<.05	34	34	--	--
Creative-imaginative	60	30	10.51	<.01	39	16	11.40	<.01
Clean	53	61	--	--	66	42	11.08	<.01
Place for warmth and friendship	93	73	5.91	<.05	100	0	criterion	
Genuine	60	35	6.93	<.01	49	5	38.57	<.01
Place to be creative	57	22	16.96	<.01	32	7	16.07	<.01
Place for meaningful relationships	83	51	11.22	<.01	66	19	41.61	<.01
Place for discussions	87	66	5.33	<.05	76	45	20.24	<.01
Average	43	38	--	--	33	55	9.28	<.01
Just a place to live	13	15	--	--	7	37	32.98	<.01
Place for meditation	43	10	56.71	<.01	15	10	--	--
Dynamic	33	8	47.30	<.01	14	2	--	--
Messy	40	20	5.00	<.05	23	23	--	--
Intellectual	100	0	criterion		15	3	--	--
Understanding	63	36	8.26	<.01	51	5	40.91	<.01
Place to study	77	44	11.20	<.01	52	37	3.93	<.05
Artistic	43	9	28.83	<.01	15	5	--	--
Calm-relaxed	70	60	--	--	72	24	44.83	<.01
Warm	70	51	3.87	<.05	66	13	53.56	<.01
Colorful	43	32	--	--	39	15	11.93	<.01
Natural	63	46	3.57	<.10	59	13	39.73	<.01
Place to withdraw	33	13	8.30	<.01	17	11	--	--
Tasteful	37	36	--	--	42	21	8.57	<.01
Feminine	33	31	--	--	37	11	14.87	<.01
Place for independence	47	30	3.29	<.10	39	11	16.39	<.01
N	30	222			190	62		

TABLE 28

Average OPI (Standard) Scores for Women Living in Apartments as Seniors Who Do and Do Not Describe Their Apartment as "a Place for Warmth and Friendship"

OPI scale	Freshman scores		Senior[1] scores		Difference scores[2]	
	Yes	No	Yes	No	Yes	No
			Intellectual orientation			
TI	48.4	49.9	51.2	51.2	2.8	1.3
TO	46.8	46.7	48.1	48.3	1.3	1.6
Es	49.1	50.5	53.0	53.9	3.9	3.4
Co	47.1	47.8	51.7	54.3	4.6	6.5
			Social-emotional adjustment			
SE	50.3	48.2	48.7	43.5*	-1.6	-4.7*
IE	45.1	46.6	51.0	52.9	5.9	6.3
PI	51.4	50.7	56.4	51.3*	5.0	.6*
AL	52.1	49.1	53.4	49.1*	1.3	.0
N	190	62	190	62	190	62

*Difference between means significant ($p < .05$).

[1]For senior social-emotional adjustment measures, F value for between groups = 17.11 (df = 1/250), $p < .01$; F value for groups x tests interaction = 7.44 (df = 3/750; reduced df = 2/487), $p < .01$.

[2]For social-emotional adjustment difference scores, F value for between groups = 8.09 (df = 1/250), $p < .01$; F value for groups x tests interaction = 3.61 (df = 3/750; reduced df = 2/509), $p < .05$.

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